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ABSTRACT

This guide for counselors working with bilingual secondary school students outlines various student needs and discusses the counseling skills and techniques necessary to meet these needs. Strategies for helping students to discover themselves, to locate needed information, and to make decisions wisely are delineated. Activities are suggested, and worksheets are provided to help bilingual students develop skills and identify their own values from both cultures. Several programs and activities are described for helping limited or non-English-speaking students adjust to their new schools. Course selection, career planning, and job-seeking skills are designated as areas in which counselors should assist bilingual students. A list of classroom and social problems of limited English-speaking students is followed by a list of interventions that counselors and teachers may use to mitigate some problems. (NRB)

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COUNSELING CONSIDERATIONS FOR STAFF
WORKING WITH BILINGUAL STUDENTS
IN THE SECONDARY SCHOOLS

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COUNSELING CONSIDERATIONS FOR STAFF
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The needs of limited English speaking students are essentially the same as any U.S. born student. In order to meet the needs of students, counselors and teachers must know what those needs are as perceived by the students. An assessment was done in the Seattle Public Schools in February, 1979. All secondary students, including limited English speaking, stated that setting realistic goals for themselves was the highest priority. Other priorities were to know the things in life that are most important to individuals, and to select courses related to school and work plans.

To help students to do this, the counselor must help them to understand who they are, what they value, their interests and abilities. The counselor must help them understand the process of making decisions. This must be done in the context of looking at their own background and experience. Getting along with other people, and skills to get a job are important to all students. In addition to this, the bilingual student must know and appreciate his/her own heritage and the heritage of other cultures.

Having identified student needs, it follows that one look at counseling skills and techniques to meet these skills.

In helping students reach their goals, three skills are needed: the skill to find out about oneself, the ability to find information, the capability to make decisions. Learning about oneself is a continuous process. The counselor can have students interview one another or fill out a personal interview, or write an autobiography. A sample entitled, "Here I am, USA" is included. Further, the counselor can facilitate events so that students can get information about jobs and training. This can be done by scheduling field trips, work experience programs, and mock interviews. Bicultural students are less familiar with how the system works. In the decision-making process, students

need to define choice, explore and weigh alternatives, and select an alternative based on knowledge. An appropriate activity would be to have students write an account of their day and then go back and cite all of the decisions that they made. This would help students realize the number of choices they made, explore what might have happened if an alternative choice were made. The sheet, "Actions Based on Objectives," helps students plan actions. Here again, all students need to explore options in setting their own goals.

The identification of values is especially important to bilingual students so that they can continue to embrace and identify with their own culture while appreciating that of others. The attempt is to help the student identify his/her own values, not to change them. Students discussing questions with partners or in a group can be helped to realize what things are important to them. Refer to attached forms, "If You Want Money, What Must You Do?" and "Deciding on Priorities."

It is amazing to watch the growth of bilingual students both in their communication and social skills in a year's time. It should be borne in mind that even students of the same grade level coming from the same country have acquired different levels of spoken as well as written English. In most cases, students from affluent families and from large urban centers have better self images and therefore could easily integrate in the mainstream of American society though their spoken English may sometimes sound defective. Students coming from bilingual countries have a better mastery of spelling and standard grammar than many American students especially if they had their early education from quality private schools and from public schools located in big cities. Students from monolingual countries excel more in Mathematics.

Having been a counselor in a multi-cultural/racial desegregated middle school without a bilingual program, I have observed that the following programs and activities have helped a lot of limited or non English-speaking students adjust well in our school with less problems:

1. One period daily of ESL classroom and/or tutored instruction, or twice a week for a semester for students coming from a bilingual country, and one year for students from countries who do not use English as a second language.
2. Mainstream students in all classes except the one period for ESL.
3. Have an American born student serve as a guide or "buddy" to the new student hoping that a positive relationship would develop between these students.
4. Have the bilingual student serve as an office, library or teacher assistant. This is a very effective ego booster!
5. Separate those students who speak the same language in the classroom to force communication between and/or among limited English speaking students and U.S. born students. The ESL students tend to isolate themselves if allowed.
6. Send translated notes to parents/guardians for any noticeable academic improvement. Most families come from a very competitive school system where every little school accomplishment is recognized. For the first year of U.S. schooling, this will mean a lot to them.
7. Meet students who speak the same language once a month or once in a quarter and invite a community person from that same ethnic and linguistic background who has made it in the world of work to interact with them.
8. There is nothing better than a job to improve self image and self worth. Try to help find a job for them.
9. Appoint an ESL student in a school project or activity, because he/she seldom volunteers to participate in any activity even if he/she knows she/he would do well in that undertaking.

Finding a job is a high priority for secondary bilingual students. They need to know where to look, how to apply, and the best way to interview for a job. An important thing a counselor can do is to help the student identify what skills they have. Being able to read key words and abbreviations is essential. Included is a list of words and abbreviations that students need to know. The words are especially difficult for bilingual students who are learning the language. However, the vocabulary is essential in terms of job-seeking skills.

In planning for a job, and establishing career goals, assistance of the counselor in course selection is necessary. Young women who are bilingual need to be encouraged to seriously consider mathematics. Also, it is important that the student consider "non-traditional" jobs and fully and honestly look at their

own skills and not be limited by stereotypes.

One way to implement the activities that have been suggested is through peer counseling. The values in using a student counselor with a similar background and experiences are mutual sharing, reducing feelings of aloneness and isolation, and language development.

In meeting these identified needs and applying the techniques, the counselor needs to have awareness of different cultures, but respond to each student as an individual and avoid responding in a stereotypic way. Careful listening is essential. Also important is a positive regard that shows respect for uniqueness and the individuality of each student. Counseling skills are applicable to all students. The specific difficulties and cultural differences of the bilingual student must be kept in mind.

A bilingual child can and will survive in any school even without a full bilingual program. However, ESL instruction is certainly necessary and native language instruction for required subjects may be provided as necessary and feasible.

I see TWO essential ingredients to make the survival of a limited English speaking student less painful -- intensive ESL instruction for a semester or one year, plus the presence of a caring person to work with that child in the emotional and social areas. The rest will be picked up by that child as she/he goes from one grade to another. I have seen a lot of limited English speaking students who have been given or are being given too much attention and too many non-productive programs when the need is not there. Set them free and let them grow or we end up with students segregating themselves from the mainstream of the school and community population. If a bilingual student does not make any academic progress with ESL help in a semester or a year's time, then that student should be looked into. It's very possible that that child could be suffering from a learning problem not due to language.

SUMMARY

1. Specific classroom problems of limited English speaking students in schools as observed by regular teachers.
 - a. Inability of LES students at times to understand directions given by teachers.
 - b. Reluctance of students to ask questions for clarification.
 - c. Lack of cultural contact with other groups of students.
2. Social problems encountered by LES students within the school building.
 - a. Other students sometimes ridicule them because LEP students have different characteristics or behavior.
 - b. Tendency of LES students to interact only with their own group, which often times results in isolation, leads to group rivalry among the linguistic groups.
 - c. Tendency of LES students to disregard other U.S. minority groups thus limiting their interaction with the dominant culture.
 - d. Tendency of LES students from affluent families to have a chip on their shoulders.
 - e. Reluctance of some LES students to participate in a bilingual program where the staff directly involved comes from their own country.
 - f. Rejection of their cultural values while they are in the process of integrating in the mainstream of American society.

Strategies that counselor and teachers may utilize to reduce or mitigate some problems.

1. Quietly check with student to see if student is having any difficulties. See if assignment is understood. Speak slower. Use as many gestures as you can to emphasize certain points.
2. Establish eye contact during presentation to enable you to study responses, but be aware that if they don't look at you directly, it is not a sign of

disrespect, but of respect.

3. Allow and assign a more advanced student who speaks the same language to be available to clarify directions or answer questions or "teach".
4. Provide materials to meet needs at instructional level.
5. Engage class in helping student learn new vocabulary.
6. Assign a student as a buddy.
7. Meet with the student on a one to one basis if there is time to reassure him/her of his/her academic progress.
8. Study the culture of the new LES student.

Materials that would be helpful for anyone working with LES students in the secondary level:

1. Bridging the Asian Language and Cultural Gap, Handbook for Teachers by Modulearn, Inc., 1975.
2. Survival Vocabularies by Janus Book Publishers, Fall, 1979.
3. Survival Guides by Janus Book Publishers, Fall, 1979.

Activity 1 - DECIDING ON PRIORITIES

Directions to students: There are many factors that come into account when you begin to consider what kind of a career you would like. For some people, money is everything. For other people, providing a service is important. You may have already begun to explore your preferences by taking the Kuder Interest Inventory. Now you will have the chance to look more closely at the variables that will be important to you in a career. First, fill out the chart below. Once you have completed the chart, rank order those items you have checked as very important, from highest (most important) to lowest. Once you have done so, identify at least two possible career choices that you feel may satisfy those conditions. Remember, job satisfaction means different things to different people, so consider your choices carefully!

VARIABLES IN JOB SATISFACTION	VERY IMPORTANT	IMPORTANT	UN- IMPORTANT	VERY UN- IMPORTANT
1. I want a job that makes use of my abilities.				
2. I want a job that provides a feeling of accomplishment.				
3. I want to be busy all the time.				
4. I want a job that will provide opportunity for advancement.				
5. I want a job that will give me authority over others.				
6. I want to work for a company that would administer its policies fairly.				
7. I want to earn a great deal of money.				
8. I would like to make good friends on my job.				
9. I want to be able to be creative.				
10. I prefer to work alone on the job.				
11. I want a job where I feel the work is morally right.				
12. I want recognition for what I do.				

Activity 1: Setting Priorities (cont'd)

VARIABLES IN JOB SATISFACTION	VERY IMPORTANT	IMPORTANT	UN- IMPORTANT	VERY UN- IMPORTANT
13. I want to be able to make my own decisions.				
14. I want security in my job.				
15. I would like a job where I could help other people.				
16. I want to work for a boss who respects his employees.				
17. I would like a wide variety of things to do.				
18. It is important that the job provide good working conditions.				
19. I would like to have the opportunity to keep on learning in my job.				
20. I do not want a great deal of pressure on my job.				

Now that you have completed the chart, rank order from highest (most important) to lowest those items you check as being Very Important: (Rank your top five) Be sure to rank only the very important category.

(highest) _____

(lowest) _____

NAME: _____ DATE _____ GRADE _____

Language or Dialect: Spoken at home _____

Spoken by parents _____

Country you came from _____

Year of Arrival in U.S.A. _____

SCHOOL RELATED QUESTIONS:

1. The Subject I like most is (Please check the one you like the most)

☐ Language Arts	☐ Social Studies/History	
☐ Mathematics	☐ Science	
☐ Physical Education	☐ Home Economics or Shop	
☐ Business Education	☐ Foreign Languages	☐ Spanish
(Typing, Bookkeeping, Steno, etc.)		☐ French
		☐ German
		☐ Swedish
		☐ Cantonese
		☐ Tagalog
		☐ Other _____
		☐ Russian
		☐ Mandarin
		☐ Pilipino
		☐ Ilocano

2. The Subject I dislike most is _____

3. I do my best work in (name subject) _____

4. I do my worst work in (name subject) _____

5. My study habits are ☐ Excellent; ☐ Good; ☐ Fair; ☐ Poor. (Check one)

6. I have my own place to do homework ☐ yes; ☐ no.

7. I do my homework from _____ to _____ p.m.

8. I have participated in, or am planning to participate in the following activities:

☐ Student Council	☐ Orchestra/Band/Choir
☐ Sports	☐ Drama
	☐ Other _____

WORK RELATED QUESTIONS

9. When I was a child, I wanted to be a _____.

10. Now I think I want to be a _____. I am ☐ very sure;
☐ somewhat sure; ☐ unsure; that this is a good choice for me.

11. I want to know more about being a _____.

12. I have had the following jobs (either for pay or without pay):

a.
b.
c.

13. I will be unhappy if I find myself working as _____ or in _____.
14. I hope I never have to work with people who are: _____

 _____.
15. I think there are three reasons why people work:

 _____.
16. I will not work because: _____

 _____.

LEISURE RELATED QUESTIONS

17. I like to do these activities in my free time:

 _____.
18. I like to read the following (books & magazines): a. _____
 b. _____ c. _____ d. _____.
19. I have taken or plan to take the following lessons outside of school.

 _____.
20. If I had one full day to do anything I want, I would: _____
 _____.

FAMILY RELATED QUESTIONS

21. My family wants me to be a _____ to make a living.
22. My family wants me to be a _____ to follow the footsteps of my mother/father/grandparents/uncle/aunt. (underline)
23. My family feels that I _____ should go to college; _____ should not go to college.
24. My family wants me to change some of my habits such as _____
 _____.
25. My health is: _____ excellent; _____ good; _____ fair; _____ poor.

26. I have some physical handicaps which might affect my educational or career plans:

___hard of hearing; ___paralysis; ___poor eyesight; ___other

27. My best quality is _____

28. If my friends were to use one word or phrase to describe me, it would be _____

SPOKEN/WRITTEN ENGLISH

29. Both my spoken and written English are ___excellent; ___good; ___fair; ___poor.

30. I have problems understanding my American classmates/friends; ___none; ___a little.

31. I can speak in English better than I can write ___yes; ___no.

32. I can write better in English than I can speak ___yes; ___no.

33. I have had _____ of English instruction in my country.
(# of years)

34. I studied in a ___public; ___private school located in a ___big; ___small city/
town.

ACTIONS BASED ON OBJECTIVES

Clear objectives help you decide what action to take. Below are some objectives. Add three of your own. In the right hand column, write two or three actions that would help reach the objective.

<u>Objective</u>	<u>Actions</u>
1. I want to get at least a 3.0 g.p.a. this semester.	
2. I want to save \$100 for our vacation this summer.	
3. I want to make four new friends this school year.	
4.	
5.	

Key Words and Abbreviations

Listed below are some words commonly found on job application forms. Be sure you recognize them and understand what they mean. If you need help, use a dictionary.

address	dependents	maiden name
applicant	disabilities	marital status
apprentice	discharged	naturalized
aptitude	dismissed	notification
arrested	education	permanent
birth certificate	eligible	personal
blank	emergency	personnel
bonded	employer	previous
category	excluding	print
chronic	experience	qualifications
citizen	federal	reference
company	felony	relationship
compensation	graduate	residence
confidential	health	reverse side
contact	injury	salary
convicted	insurance	signature
courses	interview	specify
defect	legibly	spouse

Use each word in a sentence underlining the word.

Key Words and Abbreviations

Many times an application does not have enough space for all the information needed. For this reason abbreviations are often used. Below are some common abbreviations, see if you can match the abbreviation with the meanings.

<u>Abbreviation</u>	<u>Meaning</u>
1. B.D.	_____ telephone
2. m.	_____ month
3. avg.	_____ female
4. tel.	_____ answer
5. f.	_____ company
6. zip	_____ birth date
7. exp.	_____ year
8. soc. sec.	_____ department
9. no.	_____ experience
10. yr.	_____ number
11. mo.	_____ social security
12. co.	_____ zip code
13. dept.	_____ male
14. ans.	_____ average